

Brooklyn Springs Elementary

1637 Billings Drive
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	587 Students	
Principal	Gwen Hinson	803-283-8471
Superintendent	Patricia K. Burns	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	57	35	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Good	No

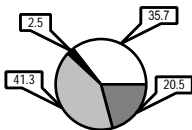
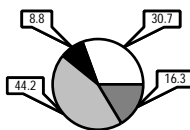
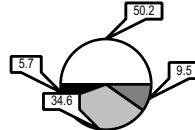
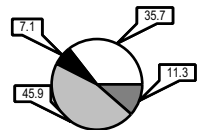
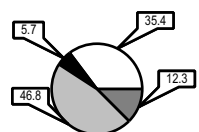
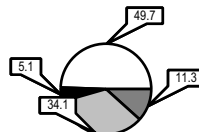
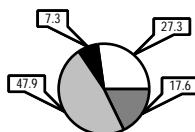
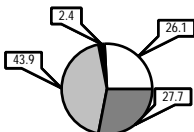
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	301	99.3	35.2	41.6	20.6	2.5	35.9	Yes	Yes
Gender									
Male	173	100.0	42.9	41.0	16.1	0.0	30.4		
Female	128	98.4	25.0	42.5	26.7	5.8	43.3		
Racial/Ethnic Group									
White	130	98.5	25.8	39.5	29.0	5.6	47.6	Yes	Yes
African American	137	100.0	42.9	43.7	13.5	0.0	26.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	34	100.0	41.9	41.9	16.1	0.0	29.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	256	99.6	26.0	47.5	23.6	2.9	41.3		
Disabled	45	97.8	92.3	5.1	2.6	0.0	2.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	99.3	35.2	41.6	20.6	2.5	35.9		
English Proficiency									
Limited English Proficient	23	100.0	57.1	38.1	4.8	0.0	14.3	I/S	I/S
Non-Limited English Proficient	278	99.3	33.5	41.9	21.9	2.7	37.7		
Socio-Economic Status									
Subsidized meals	220	99.6	40.4	43.3	16.3	0.0	29.1	Yes	Yes
Full-pay meals	81	98.8	21.8	37.2	32.1	9.0	53.8		

Mathematics – State Performance Objective = 36.7%									
All Students	301	99.3	30.2	44.5	16.4	8.9	38.1	Yes	Yes
Gender									
Male	173	100.0	34.8	44.1	13.0	8.1	35.4		
Female	128	98.4	24.2	45.0	20.8	10.0	41.7		
Racial/Ethnic Group									
White	130	98.5	18.5	44.4	20.2	16.9	48.4	Yes	Yes
African American	137	100.0	41.3	42.9	13.5	2.4	31.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	34	100.0	32.3	51.6	12.9	3.2	25.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	256	99.6	23.1	48.3	18.2	10.3	43.0		
Disabled	45	97.8	74.4	20.5	5.1	0.0	7.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	301	99.3	30.2	44.5	16.4	8.9	38.1		
English Proficiency									
Limited English Proficient	23	100.0	42.9	57.1	0.0	0.0	9.5	I/S	I/S
Non-Limited English Proficient	278	99.3	29.2	43.5	17.7	9.6	40.4		
Socio-Economic Status									
Subsidized meals	220	99.6	35.0	47.3	14.3	3.4	30.0	Yes	Yes
Full-pay meals	81	98.8	17.9	37.2	21.8	23.1	59.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	301	99.3	49.8	34.9	9.6	5.7	15.3
Gender							
Male	173	100.0	54.0	34.2	7.5	4.3	11.8
Female	128	98.4	44.2	35.8	12.5	7.5	20.0
Racial/Ethnic Group							
White	130	98.5	37.9	33.9	16.9	11.3	28.2
African American	137	100.0	60.3	34.1	4.0	1.6	5.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	34	100.0	54.8	41.9	3.2	0.0	3.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	256	99.6	43.8	38.8	11.2	6.2	17.4
Disabled	45	97.8	87.2	10.3	0.0	2.6	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	99.3	49.8	34.9	9.6	5.7	15.3
English Proficiency							
Limited English Proficient	23	100.0	71.4	28.6	0.0	0.0	0.0
Non-Limited English Proficient	278	99.3	48.1	35.4	10.4	6.2	16.5
Socio-Economic Status							
Subsidized meals	220	99.6	57.1	35.5	4.9	2.5	7.4
Full-pay meals	81	98.8	30.8	33.3	21.8	14.1	35.9

Social Studies							
All Students	301	99.3	35.2	46.3	11.4	7.1	18.5
Gender							
Male	173	100.0	39.1	49.1	6.2	5.6	11.8
Female	128	98.4	30.0	42.5	18.3	9.2	27.5
Racial/Ethnic Group							
White	130	98.5	21.0	50.0	15.3	13.7	29.0
African American	137	100.0	46.8	42.9	8.7	1.6	10.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	34	100.0	45.2	45.2	6.5	3.2	9.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	256	99.6	28.5	50.0	13.2	8.3	21.5
Disabled	45	97.8	76.9	23.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	301	99.3	35.2	46.3	11.4	7.1	18.5
English Proficiency							
Limited English Proficient	23	100.0	57.1	42.9	0.0	0.0	0.0
Non-Limited English Proficient	278	99.3	33.5	46.5	12.3	7.7	20.0
Socio-Economic Status							
Subsidized meals	220	99.6	41.9	48.3	6.9	3.0	9.9
Full-pay meals	81	98.8	17.9	41.0	23.1	17.9	41.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	104	98.1	31.6	34.7	30.6	3.1	33.7
	4	110	98.2	38.2	43.1	16.7	2.0	18.6
	5	95	100.0	34.0	50.0	16.0	N/A	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	29.8	34.0	30.9	5.3	36.2
	4	94	98.9	40.4	40.4	19.1	0.0	19.1
	5	106	99.1	35.7	50.0	12.2	2.0	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	104	99.0	27.3	53.5	15.2	4.0	19.2
	4	110	99.1	33.0	40.8	19.4	6.8	26.2
	5	95	100.0	29.8	42.6	14.9	12.8	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	30.9	51.1	13.8	4.3	18.1
	4	94	98.9	27.0	39.3	18.0	15.7	33.7
	5	106	99.1	32.7	42.9	17.3	7.1	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	100.0	48.9	40.4	9.6	1.1	10.6
	4	94	98.9	52.8	32.6	9.0	5.6	14.6
	5	106	99.1	48.0	31.6	10.2	10.2	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	100.0	37.2	45.7	10.6	6.4	17.0
	4	94	98.9	25.8	56.2	11.2	6.7	18.0
	5	106	99.1	41.8	37.8	12.2	8.2	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 587)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.8%	Up from 2.3%	3.6%	3.0%
Attendance rate	95.9%	Down from 97.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.5%	3.2%
Eligible for gifted and talented	7.6%	Down from 8.8%	8.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Down from 8.0%	8.5%	8.2%
Older than usual for grade	1.2%	Up from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	53.7%	Down from 55.0%	49.3%	52.6%
Continuing contract teachers	90.2%	Down from 92.5%	84.2%	83.3%
Highly qualified teachers	78.4%	Down from 96.4%	94.1%	93.5%
Teachers with emergency or provisional certificates	2.6%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.6%	86.4%	87.0%
Teacher attendance rate	95.5%	Down from 96.1%	94.9%	95.0%
Average teacher salary	\$41,842	Up 3.0%	\$41,215	\$41,703
Prof. development days/teacher	9.5 days	Down from 14.1 days	13.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.7 to 1	18.3 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 92.4%	89.6%	89.8%
Dollars spent per pupil*	\$5,852	Up 10.0%	\$6,557	\$6,242
Percent of expenditures for teacher salaries*	69.0%	Up from 68.2%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Good, Better, Best, Never let it rest, until your good is better and your better is best!" Our school mission statement continues to be part of our school family's daily lives while striving to achieve success throughout each day. Brooklyn Springs Elementary School proved to be a productive school as we celebrated achieving AYP for the 2003-2004 school year. During the 2004-2005 school year, we were very fortunate to have an instructional specialist assist teachers in meeting our South Carolina Curriculum Standards in core subject areas.

At Brooklyn Springs, we continuously supported our students in their efforts to make academic gains by offering a variety of programs to meet the needs of all learners throughout the curriculum. This year in language arts, our school implemented the Open Court Language Arts Program to enhance the students' abilities to read and comprehend different types of literature. Throughout the day, students and faculty participated in DEAR (Drop Everything And Read), Reading Counts, and Reading with Robert Munsch.

This year was the third year that Brooklyn Springs collaborated with Winthrop University as a Professional Development School. Student and field experience interns worked successfully with our students and staff during the course of the year.

For the past two years our school has housed the Home Literacy Center which was funded through the J. Marion Sims Foundation. It focuses on literacy for our students, parents, and community members. The Home Literacy Center also conducted a summer literacy program.

Brooklyn Springs PTA and SIC continued to make significant contributions that positively impacted our school's learning environment by designating money for improvement of classroom libraries and sponsoring a current events fair for parents and students.

The faculty and students of B.S.E. achieved noteworthy accomplishments. The school was accredited through the Southern Association of Colleges and Schools (SACS) evaluation. A fifth grader received the South Carolina Governor's Citizenship Award. One teacher received National Board Certification; eight teachers received EIA, Service Learning, and J. Marion Sims PET Grants. All total, B.S.E. students and faculty collectively provided over 15,000 hours of community service through the AmeriCorps program.

Our students, teachers, parents, business partners, and community continue to enrich our school in many ways as we strive to encourage lifelong learning.

Mae F. Crawford, Principal

Steve Harper, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	95	78
Percent satisfied with learning environment	93.9%	88.2%	85.5%
Percent satisfied with social and physical environment	100.0%	86.8%	91.0%
Percent satisfied with school-home relations	84.4%	89.1%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.